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ABSTRACT

This report describes and assesses the effectiveness of activities conducted by the University of Toledo (Ohio)/Springfield Local Schools Teacher Corps Project. On-site staff development activities provided to staff at elementary, junior, and senior high schools are described: (1) two credit-bearing courses on elementary and secondary level instruction in language arts and reading; and (2) a workshop/inservice day. Participation, assessment procedures, and findings are discussed. The Likert-type evaluation instruments are attached. (FG)

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Teacher Corps * Program '79
The University of Toledo/
Springfield Local Schools

AN ASSESSMENT OF WINTER, 1982, STAFF DEVELOPMENT ACTIVITIES

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Introduction

Activities to be implemented during Year Three of The University of Toledo/Springfield Local Schools Teacher Corps Project are described in the "Joint Project Proposal, Third Year Continuation Grants" (March, 1980, pp. 60-65). The activities include: (1) a continuing LEA staff development program, (2) a continuing master's degree/Ohio teacher certification program as well as community training for Project Interns, and (3) continuing community-based education.

The implementation of university courses and district-wide inservice was a principal locus of staff development during the University's winter quarter. The courses and a district inservice day constituted a part of intern training as well.

This report describes staff development university courses and a district inservice day, outlines assessment procedures, and discusses assessment findings and conclusions.

General Characteristics

The staff development improvement model is described in the 1980 Continuation Amendments (pp. 72-76). General characteristics of courses are the following:

1. Each course and workshop uses identified Subject Area Goals and Objectives as point of departure for planning.
2. Courses address more complex issues related to larger numbers of goals/objectives which have higher district-wide interests.
3. Workshops address less complex issues related to smaller numbers of goals/objectives which have lesser district-wide interest.
4. Each is offered on-site.
5. Each is developed collaboratively with instructor by identified teacher committee.
6. Courses utilize CBTE model for design and syllabus.

7. Courses meet UT Graduate School requirements for credit.
8. Workshop plans identify specific objectives.
9. Each limited to thirty participants.
10. Syllabi/Plans include these elements: identified needs, goals/objectives, activities and materials, and evaluation schema.
11. Each provides for school/classroom implementation.
12. Each is scheduled to accommodate optimum participation.

As provided in the 1980 Continuation Proposal (p. 75):

> The courses will include the goals and objectives originally written by the Subject Area Committees. However, it is expected that these objectives will be refined and expanded, that varied and motivating treatments will be planned, that products which are classroom applicable will be selected and that criterion referenced assessment and performance evaluation will be planned. The intent is to implement Competency Based Education in all coursework.

In addition, a district inservice day was implemented which incorporated characteristics 1, 4, 8, 10-12 above. The inservice day included, in part, staff development activities initiated in a summer 1981 course for which participants received PR (progress) grades until school implementation activities had been completed and reported.

Course and Workshop Elements

Prioritized goals and objectives for staff development in five subject areas were a principal product of the needs assessment and other planning carried out in Year One of the project. The five subject areas are: (1) Basic Skills/Diagnostic-Prescriptive Instruction in Reading, (2) Basic Skills/D-P Instruction in Mathematics, (3) School Climate, (4) Least Restrictive Alternative Schooling for the Handicapped, and (5) Education That is Multicultural (1980 Continuation Amendments, pp. 90-105).

Courses. During the university's Fall Quarter, two courses for credit were offered to address identified goals and objectives. The two courses were:

1. "Individualizing Elementary Reading and Language Arts";

2. "Individualizing Secondary Reading and Lanugage Arts."

In addition, participants in a "workshop" course begun in the previous summer continued implementation and reporting of planned school activities.

Reading courses. The reading courses, of which the one offered to Elementary staff was a newly-developed, first-time university offering, addressed the following staff development goals and objectives (pp. 91-92):

Program Subject Area: Basic Skills/Diagnostic-Prescriptive Instruction in Reading

Goal 3: To improve study skills that meet the needs of students.

a. To examine methods of formalized study.

b. To create materials to adapt to the learning needs of the students in each study skills area.

c. To adapt those materials objectively to the grade level curriculum area.

Goal 4: To individualize instruction.

a. To match appropriate learning activities and materials to reading objectives and student needs.

b. To develop a resource file of learning activities.

Goal 5: To assist teachers in understanding and developing diagnostic-prescriptive techniques.

a. To interpret data provided by reading teachers.

b. To examine various assessment systems for individualizing instruction.

c. To learn techniques for developing informal reading activities.

Goal 6: To develop greater articulation among grade levels.

Site-specific objectives for the Secondary course were:

1. Springfield participants will identify the basic components of individualized instruction in reading and language arts.

2. Springfield participants will present rationale for using objectives as a means to plan, implement, and assess instruction.

3. Springfield participants will identify assessment techniques to identify specific reading needs of the individual student.

4. Springfield participants will identify techniques to group students for instruction according to assessment data.

5. Springfield participants will identify techniques for keeping records and for monitoring student progress.

6. Springfield participants will discuss motivational techniques for engaging students in the reading process.

7. Springfield participants will discuss the importance of reading conferences, self-selection of reading materials, and parental involvement for an effective individualized reading program.

8. Springfield participants will discuss the importance of appropriate instructional materials to the success of an individualized reading program.

Site-specific objectives for the Elementary course were:

1. Springfield participants will discuss the interrelationships among speaking, listening, writing and reading - the total language arts block.

2. Springfield participants will identify the components of Individualized Reading.

3. Springfield participants will identify the rationale for using objectives as a means to assess, plan and evaluate instruction.

4. Springfield participants will identify role of skills instruction in the total Reading/Language Arts program.

5. Springfield participants will identify techniques for grouping children in the classroom according to assessment data.

6. Springfield participants will identify techniques for organizing managing a variety of self directed teacher directed learning activities to include physical arrangements in the classroom.

7. Springfield participants will discuss organizing elements - team planning, and teaching and time for planning.

8. Springfield participants will identify features of effective home school communications.

9. Springfield participants will identify the place of tradebooks reading conferences, language experiences, authorship, self-selection and word power in developing positive student attitudes and success in learning how to read, write, speak and spell.

"Workshop" Course/Inservice Day. Project staff development goals and objectives addressed by the "workshop" course, as well as its site-specific objectives, are identified in "An Assessment of Summer - Fall, 1981, Staff Development Activities," pp. 8-10.

Instructors for the respective courses were University of Toledo faculty and staff. Mary Jo Henning, Professor and Chairperson , Department of Secondary Education, was instructor for the secondary Reading course. Joan D. Inglis, Professor, Department of Elementary and Early Childhood Education (and Project Director), was instructor for the elementary Reading course; she was assisted by doctoral student Diane Dixon. The "workshop" course director/instructor was James R. Gress, Associate Professor, Division of Curriculum and Instruction.

Participation. Excluding the three project interns, thirty Springfield staffers participated in the Reading courses. Thirty-two staffers continued enrollment in the "workshop" course, and twenty-seven have now completed and reported all planned school activities. In addition, all Springfield professional staff present participated in district inservice day on January 18, 1982 which included "workshop"-initiated activities. Participation by schools is as follows:

	Total	High School	Junior High	Crissey	Dorr St.	Holland	Other
Secondary Reading	10	4	5				
Elementary Reading	20	--	1	2	3	13	1
Inservice Day	180	55	34	18	30	39	4

Assessment Procedures

Assessment instruments were designed to provide feedback from course and inservice participants. The "feedback" format that was utilized matched others used to date.

Each instrument included a number of Likert-type agreement-disagreement items related to identified criteria as well as provisions for other comments and observations. Course and inservice participant feedback instruments included (1) items related to identified site-specific course and workshop objectives and (2) items related to overall course and instructor/consultant considerations. Respondents for each also were asked to identify course and inservice elements subsequently incorporated into classroom teaching. Feedback was then collected on the January 18th inservice day and, for the Reading courses, during the week of March 8th.

Tables 1 through 3 display tabulations and summary comments in response to the instruments utilized (see Attachment).

Findings and Conclusions

Examination of the tabulated data reveals the following:

1. On the average, course participants at least "agreed" that, in both instances, site-specific objectives were accomplished.
2. Participants in the elementary Reading course noted, in particular, an appreciation of instructional materials they constructed.
3. Participants in the secondary Reading course developed, in particular, more awareness of individual student needs.
4. Participants in both courses agreed even more strongly than above that course activities were interesting and useful and that instructors were competent and well organized.
5. Participants in the Inservice Day activities varied in their responses to individual building activities.
6. Average responses for their respective items by building were:

4.90 Dorr St. (scale = 1-6)
4.62 High School
3.99 Crissey
3.52 Junior High
3.20 Holland

7. Average responses by item were positive in all cases for the High School and Dorr St.; while 2/5's were positive for the Junior High, 2/3's were positive at Crissey and none were positive at Holland. Respondents were very enthusiastic about presentations by Mrs. Beekley, Dr. Ahern, Ms. Wilson, and the Dorr St. staff; they were less enthusiastic about presentations by Dr. Kildea, the microcomputer representative, the "mainstreaming" film and the Holland staff.

8. Average responses by item for district wide responses varied between 3.23 and 4.75. Participants were most enthusiastic about Dr. Peterson's presentation and about their own "work time"; they were less enthusiastic about the productivity of their own "work time"; they were less availability of refreshment.

Staff development courses offered during Winter, 1982, matched others offered to date in their high level of effectiveness and participant satisfaction. The district inservice day was less so.

ERRATUM

8. Average district-wide item responses (i.e., nos. 20-28 in Table 3) varied between 3.23 and 4.75. Participants were most enthusiastic about Dr. Peterson's presentation and the productivity of their own "work time"; they were less enthusiastic about the amount of "work time" and the availability of refreshments.

ATTACHMENT

Table 1. COURSE FEEDBACK, "Individualizing Elementary Reading and the Language Arts" (N=19)

Item	N Response(s)* 6	5	4	3	2	1	NR	X
1. The course identified inter-relationships among speaking, listening, writing and reading.	8	10	-	1	-	-	-	5.32
2. The course identified components of individualized reading.	10	8	1	-	-	-	-	5.47
3. The course presented a rationale for using objectives as a means for assessing, planning and evaluating instruction.	4	8	5	2	-	-	-	4.74
4. The course identified the role of skills instruction in the total reading/language arts program.	5	10	4	-	-	-	-	5.05
5. The course demonstrated techniques for grouping students according to assessment data.	4	12	1	2	-	-	-	4.95
6. The course identified and explored techniques for organizing and managing a variety of self-directed and teacher-directed learning activities, including classroom physical arrangements.	3	11	4	1	-	-	-	4.84
7. The course explored organizing elements for individualized instruction, including team planning, team teaching and teaching time.	6	11	1	1	-	-	-	5.16
8. The course examined features of effective home-school communications	6	7	5	1	-	-	-	4.95
9. The course identified places of tradebooks, reading conferences, language experience, authorship and word power in developing positive student attitudes and success in the language arts.	5	8	2	4	-	-	-	4.74

*6=Agree Strongly, 5=Agree Mostly, 4=Agree somewhat, 3=Disagree Somewhat, 2=Disagree Mostly, 1=Disagree Strongly, NR=No Response.

Item	N Response(s)*							
	6	5	4	3	2	1	NR	X
10. Overall, the course provided some useful information.	10	4	4	1	-	-	-	5.21
11. Overall, course activities were interesting.	8	6	4	-	1	-	-	5.05
12. The instructor was competent.	12	3	2	1	1	-	-	5.26
13. The instructor was well-organized.	9	5	3	2	-	-	-	5.11
14. The course helped me in my teaching.	10	5	3	-	1	-	-	5.21

Most Important Lessons Learned

Language experience method of teaching reading. The setting up and reasons for language arts blocks.

Writing activities, organizing classroom for independent work.

Writing of forms of poetry. Home-school communication.

Writing Road to Reading approach Language Arts Block.

Enjoy reading 1st. Make reading enjoyable for the children thru less use of workbooks and skills packs if possible.

I need to have more choices for the students to select from instead of always making a definite assignment. Poetry ideas for building parts of speech.

The importance of home-school communications. The real need for individualizing instruction in reading.

Use of a language arts activity book. Making books and then value.

Activities for use in language arts. Ways to supplement Ginn Reading Program.

Use of a basal reading system isn't a 100% answer to teaching reading/children will be more motivated to learn if they have the opportunity to select some of what they learn!!

To increase writing experiences. Mrs. Dixon gave us a good review of poetry and how to use it in class.

Individuals are important! Communication either verbal or non-verbal is the nucleus of instruction.

I found out what is going on in the Elementary area. New ideas for language arts.

It's best to put language arts in on block with one teacher. I like this. I've always wanted Reading, English, Spelling taught together.

Classroom Application

It has made me aware of the many options to be used in the teaching of reading besides the workbook and basal reader. Has made me more creative in my lesson planning and experiment more with reading for the lower reader.

Using writing and listening activities.

Fresh ideas in poetry. Thinking of using a writing road to reading.

New ideas to promote reading for enjoyment. Scheduling helps.

I'm making poetry books. I'm selling books. I'm trying to widen my individual approach using games I learned.

I have relaxed in the sense that I have been to tired to Ginn objectives. I have given the children more listening and writing activities than before.

It has given me many ideas and helpful hints that I can use in my classes.

Helped me identify groups in my class organization of a language arts block.

Ideas for home & school effective communication plus #15.

It has motivated me! I really enjoyed the course.

Increased writing in subject areas.

I will implement my classes in several ways as a result of this course.

It got me going on my centers again. It encouraged us to get a longer reading time including skills.

Table 2. COURSE FEEDBACK, "Individualizing Instruction in Secondary Reading and Language Arts" (N=7

Item	N Response(s)* 6	5	4	3	2	1	NR	X
1. The course identified basic components of individualized instruction in reading and the other language arts.	3	2	1	1	-	-	-	5.00
2. The course presented a rationale for using objectives as the basis for instructional planning implementation and assessment.	3	2	1	1	-	-	-	5.00
3. The course identified techniques for assessing student reading needs.	1	2	2	2	-	-	-	4.29
4. The course identified student grouping techniques.	2	3	2	-	-	-	-	5.00
5. The course identified some techniques for monitoring student progress and record-keeping.	2	2	3	-	-	-	-	4.86
6. The course provided motivational techniques for engaging students in reading.	1	5	1	-	-	-	-	5.00
7. The course demonstrated the importance of such things as reading conferences with students, student self-selection of reading materials, and parental involvement in individualized programs.	1	3	1	1	1	-	-	4.29
8. The course demonstrated the importance of appropriate instructional materials to effective programs in reading and the language arts.	3	3	-	1	-	-	-	5.14
9. Overall, the course provided some useful information.	4	2	-	-	-	1	-	5.71
10. Overall, course activities were interesting.	3	3	-	-	-	1	-	4.86
11. The instructor was competent.	5	1	1	-	-	-	-	5.57

Item	N Response(s)*							
	6	5	4	3	2	1	NR	X
12. The instructor was well-organized.	4	2	-	1	-	-	-	5.00
13. The course helped me in my teaching.	3	3	-	-	-	1	-	4.86

Most Important Lessons Learned

How to develop my own individualized material; record-keeping of some.
Open classroom situation. The importance of individualizing in the classroom.

Classroom Application

Becoming more aware of students needs. Learned about various activities that could be used to develop vocabulary and word building techniques.

In a project developed for the course I organized many useful lessons with Learning Alternatives for students of varied abilities and interests.

I did get addresses and names of two books on individualization.

Importance of recognizing each students needs. Importance of providing enough materials to reach each student. As a result of this course, I've added a new learning center to my classroom.

Table 3. January 18th District Inservice Feedback

Item	N Responses*							
High School	6	5	4	3	2	1	NR	$\bar{X}$
1. The teacher/advisor concept introduced by Cindy Beekley and Don Prentiss has positive potential for the High School.	3	7	5	0	0	0	0	4.87
2. Formation of teacher/advisor groups and scheduling for future "training" sessions are well-planned.	1	8	4	0	0	0	2	4.77
3. Preparation for student scheduling conducted by Bonnie Woods was effective.	2	3	7	0	2	0	1	4.21
Junior High								
4. Alice Kildea's presentation was interesting and stimulating.	0	0	4	4	1	10	0	2.11
5. Alice Kildea provided useful ideas for teacher/advisor "intramurals."	0	1	6	3	6	3	0	2.79
6. Jack Ahern's presentation was interesting and stimulating.	2	8	5	1	1	1	1	4.33
7. Jack Ahern provided useful ideas for teacher/advisor activities.	2	7	6	3	0	1	0	4.26
8. Jack Ahern provided direction and help for further enhancing student motivation and staff morale at the Junior High.	3	4	7	3	1	1	0	4.11
Crissey Elementary								
9. Lynne Wilson's presentation was interesting and stimulating.	1	3	7	1	2	0	0	4.00

*6=Strongly Agree, 5=Mostly Agree, 4=Somewhat Ageee, 3=Somewhat Disagree, 2=Mostly Disagree, 1=Strongly Disagree, NR=No Response

Item	N Responses*							
	6	5	4	3	2	1	NR	$\bar{X}$
10. Lynne Wilson provided useful information about microcomputers.	1	5	5	2	1	0	0	4.21
11. The microcomputer has useful applications at Crissey.	2	2	4	1	4	0	1	3.77
Dorr St.								
12. The teacher-to-teacher sharing of math activities and materials was interesting.	12	6	5	2	1	0	0	5.00
13. The teacher-to-teacher sharing of ideas was useful.	12	6	5	2	1	0	0	5.00
14. The discussion of "assertive discipline" was interesting and informative.	7	5	7	5	2	0	0	4.38
15. "Assertive discipline" has positive potential for Dorr St.	15	5	3	3	0	0	0	5.23
Holland								
16. The "mainstreaming" film was interesting and informative.	3	5	9	6	4	3	0	3.60
17. The subsequent discussion of "mainstreaming" was productive.	1	2	7	3	8	8	1	2.66
18. Activities focused on improving reading instruction were interesting and informative.	2	2	8	6	2	6	4	3.15
19. Those activities were productive.	2	4	7	4	2	5	6	3.38
All Respondents								
20. Scheduled teacher "work time" was adequate.	12	22	13	9	16	27	5	3.23
21. Teacher "work time" was productive.	38	27	10	13	6	2	8	4.75
22. Lee Peterson's presentation was interesting and stimulating.	25	35	17	16	2	4	5	4.54

Item	N. Responses*							
	6	5	4	3	2	1	NR	X
23. Lee Peterson's presentation and activities were informative.	23	37	17	14	5	4	4	4.47
24. Lee Peterson's presentation has positive potential for classroom use.	20	26	22	16	8	4	8	4.23
25. Ample refreshment was available during the day.	18	17	19	16	11	14	9	3.67
26. Staff participation in identified activities was good.	19	34	28	14	1	1	7	4.55
27. Plans for the day's activities were made fairly, i.e., by the representative committee.	26	36	16	12	5	7	2	4.44
28. The day's plans, i.e., attention to building and district needs as well as teacher "work time" provisions, were good ones.	15	34	20	11	14	7	3	4.04

Comments on Various Questions

3. Depends on advisor.
4. Probably worst presentation of all.

Additional Comments

Springfield High School

This workshop should have been other than a calendar scheduled free day- resented very much to be dragged out to school losing valuable work time for grades/lesson plans and to spend w/the family who also were home that day.

I recognize that trying to plan a 5½ hour program which meets so many needs if difficult. However, I think Lee Peterson had too little time to be effective. I think he has a lot to offer but he didn't have the audience rappore many other teacher Corps presentors have. Also, I have a problem with people who advocate methods and then don't follow them, i.e., audio visuals which can't be seen.

Springfield Junior Hi

We had no coffee, tea, donuts until 9:00. Dr. Kildea was awful. She read a ditto to us. Grossly unfair allotment of work time - Jr. High was cheated. Cafeteria was very cold.

I feel an inservice day should have shorter presentations with as much or more "hand out" materials (as Ms. Kildea's - but she really didn't need to read it to us!). and more time spent on "work time."

Day should be work time only.

I would not have wanted to miss Peterson's presentation. I would be interested in ways of using his findings w/students. The other meetings were unproductive. I could have used the time working.

With the end of the semester at this time, a longer work time would be helpful.

Crissey Elementary

All coffee gone by 9:30. No more provided! Plans were obviously made before teacher imput sheets were done. Teachers actually had no part in decisions. Peterson's test invalid for some areas for me, therefore, I consider it invalid for use with students.

I didn't see anyone from Crissey on the planning committee.

Dorr St. Elementary

I feel a "records day" would be greatly appreciated by all staff. The 1½ hours were hardly worth the effort. Most of us stayed late to work on records?

Too much time spent on teacher survey - I am sure most people already knew what the outcome would be. I feel it was a waste of money!

Tchr. Corp. did not provide coffee and rolls. Better to be in school on that day and off a day earlier in June

What happened to our individual work day all day?

Teacher work time not long enough to accomplish very much.
Should have had someone better informed to discuss assertive discipline.

I can't believe so much importance was placed on the Prod. Environ. Preference survey. Adults would certainly already know these things and know that one can't always have a preferred environment. The survey is too costly to give the student and if we did we couldn't follow upon the results it shows. Learning and work are not fun and games. As adults they will need to be productive regardless of their environment. Why not now?

Much better than setting in a general meeting listening to a speaker for a day.

I think it is a meeting day that could be eliminated. Teacher work time wasn't long enough to be productive. I'd rather be in school as a regular teaching day or have the entire day devoted to records and grades.

Holland Elementary

I would like more time to work in our classrooms as I always have loads of things to do but never enough time to do them.

I would like more time to work in the room - esp. since this is so close to report card time.

More work time.

More teacher work time. It was grade card time!

I would appreciate the entire day free to work in my room.

I wish fresh fruit/something low calorie would be served.

These damm forms are driving me nuts. Are they necessary???